

# Standards & Quality Report

2022/23



## Background

In its fourth year of operation, Bertha Park High School had S1 - S5 in its cohort. Many more new members of staff have taken up posts and there are no single-person departments.

Session 2022-23 was the first session in which the school has been able to operate in the same way that almost all other schools: with both learners working within the Broad General Education, as well as those studying for SCQF level 5 qualifications and Highers.

## School Values and Aims

We have three simple, memorable values: **Respect, Respect, Respect:**

<b>Respect</b>	for yourself	Attitude to learning, conduct, appearance, ambition
<b>Respect</b>	for others	Gender, race, sexuality, views, kindness, compassion
<b>Respect</b>	for the Bertha Park Way	Our school environment and how we do things here

Our learners deserve the very best educational experiences and learning environment they need to grow, learn, succeed, and fulfil their potential in the world. To achieve this, our **aim** is to make Bertha Park High School a place where everyone wants to be: pupils, parents and staff alike.

## Consultation Process

In generating this report pupils, parents, staff, and the local community were consulted. We used evidence from face-to-face conversations, written feedback from emails and other school correspondence, online comments from live drop-in sessions, online forms, and feedback from Parent Angle meetings. Through convenience more than necessity, we conducted more video streaming sessions which aimed to engage a wider audience that we would normally expect to attend in person. This enabled us to gather more feedback from parents to add to what we already had.

## Attendance

	<b>Attendance</b>	PKC Aver.
<b>S1</b>	<b>91%</b>	89%
<b>S2</b>	<b>90%</b>	87%
<b>S3</b>	<b>88%</b>	86%
<b>S4</b>	<b>87%</b>	85%
<b>S5</b>	<b>87%</b>	88%

Our overall S1 – S4 attendance was **89%**, compared to the PKC average **87%**. Our attendance at S1 – S4 was above the PKC average, and slightly below for S5.

## Attainment & Achievement

### Literacy

- We built on our work of identifying pupils with literacy gaps and implementing intervention strategies and established two new leadership roles in English: reading and writing leads.
- We included more regular reading into the English curriculum, with a specific focus on active reading homework and spelling & grammar.
- Literacy has been built into the new teaching and learning policy and will be one of the areas of focus during cross-departmental observations.
- In session 2022/23, 90% of S4/5 pupils achieved National 5 literacy.

### Numeracy

- With the involvement of our Numeracy Support teacher, we improved our use of numeracy assessment in monitoring progress of S1-S3. This has allowed us to intervene earlier for pupils with numeracy gaps, as well as those in need of being stretched and challenged.
- We restructured our S1-S3 learning journey to be more numeracy focused. Pupils now have more time to build confidence in these skills before applying them in Maths courses.
- We identified a Numeracy leadership role in Maths for deployment in session 2023/24.
- In session 2022/23, 76% of S4/5 pupils achieved National 5 Numeracy.

86% of S3 achieved at least Level 3 in both Literacy & Numeracy. This is an improvement on last year's figure of 79%.

## National Qualifications

Session 2022/23 was our second year of SQA examinations. Pupils presented for National 5 and Higher exams did very well. The majority of subjects attained A-C passes in excess of the PKC average.

### S4 Results

We improved the number of candidates achieving five or more National 3 awards in S4 from 65% in 2022, to 82% in 2023. We also improved the number achieving five or more National 4 awards from 64% in 2022, to 80% in 2023. The number of S5 candidates achieving five or more National 5 awards remained the same as 2022, indicating that there is still some work to do in this area.

### S5 Results

In our first year of Higher presentation, the number of candidates achieving one or more Higher awards was above the PKC average at 58% (PKC 56%). The number attaining three or more Highers, and five or more Highers was below the PKC average, indicating that we have further work to do.

On analysis of S4 and S5 results, a pattern can be identified that the more able pupils are not achieving as many National 5 and Higher qualifications as they should. It would be easy to assume from this statement that they are failing exams; this, however, is **not** the case. Instead, there are too many pupils not sitting the full *number* of exams available to them. They are passing the exams they sit - they just are not sitting enough of them. We must therefore raise the expectation that all pupils will be presented for **six** SQA qualifications in S4 and S5, and that they will do so at the highest appropriate level. Until now, it has been too easy for pupils & parents to *choose* to stop studying a course before the SQA exams,

meaning that these key performance indicators cannot be reached. This is one of our improvement priorities for session 2023/24.

There was notable success for three candidates being presented in some exams a year early. One S3 candidate achieved an A in National 5 for Computing, and two S4 candidates achieved two Highers each, at A and B level in Computing, History and Maths.

### **Achievement**

Pupils continued to establish Bertha Park High School as a competitive force to be reckoned with by winning trophies and awards such as the Lego Challenge Trophy, the Land-based Agricultural Award for teaching through rural skills, and the Hopper Trophy for excellence in Computing Science. In sports, our S1 and S3 Bertha Saints pupils won the PKC league, with S2 narrowly losing out in the finals.

### **Leadership**

In feedback gleaned from parents and pupils, the popularity and appreciation of all staff in our school continues to be a key factor in the school's success. Parents have access to information from the school from multiple sources: open evenings, parent meetings, online live streaming video sessions, Head Teacher video updates, ClassCharts text messages, tracking reports and more.

We continue to be a source of experience and support for other schools as they expand their integration with learning technology. Our experience and skills with one-to-one digital devices have proven useful for others in PKC to learn from.

Our staff continue to report that they are happy to work at Bertha Park High (84% in the top two categories of choice). Many have taken up further leadership roles within our school and others have been successful in appointment to promoted posts outside of BPHS. Our staff have expanded the range of school trips available to pupils with more opportunities for residential trips in the pipeline, including our first foreign excursion planned for early 2024.

Our pupils took leadership of the House naming process, devising and voting for house names. This is a significant step in developing our capacity for exercising pupil voice in how the school is run.

In response to last year's SQA results, we renewed our focus on tracking and monitoring: closely examining every senior pupil's attainment throughout the year, challenging and supporting them in achieving all they can. All teachers were involved in monitoring how individuals in their subject were attaining in other areas. This allowed us to map our performance for benchmark measures and comparisons with schools across PKC and beyond.

As well as being an established Microsoft Flagship School, we have now been invited by Apple to become an Apple Distinguished School.

### **Pupil Equity Fund Spending**

This year's funding was spent on continuing to staff two posts: an Intergenerational Coordinator and an Inclusion Officer. Our Intergenerational Coordinator enlisted 16 senior members of our community who willingly dedicated their time on a regular basis each week. These individuals offered various forms of assistance to our learners during the sessions. For instance, the gentlemen associated with Perth Men's Sheds introduced an alternative curriculum that proved invaluable for students who found it difficult to participate in regular classes. Other volunteers aided students within the classroom in developing literacy and numeracy skills. The initiatives supported by PEF funding have enabled us to

focus on individuals who might have been affected by poverty, with the added advantage of also benefiting those from different socio-economic backgrounds.

Our Inclusion Officer, Rhuaridh, primarily collaborates with individuals facing difficulties accessing the conventional curriculum. These challenges arise due to various factors, spanning from struggles with mental well-being to individuals coping with recognised social, emotional, and behavioral circumstances. By implementing a carefully crafted alternative curriculum, all pupils can embark on an appropriate, enriching, learning journey. It's important to acknowledge that, like all endeavours, the effectiveness of this approach can vary. Rhuaridh continues to be a significant and influential member of our team.

### Improvement Priorities for session 2023/24

Our self-evaluation process has driven our improvement priorities for the next session. These are: **improvement in attainment in key areas**, including update of the learning & teaching policy, improvement in data intelligence and a review of our curriculum offer; **improve pupil well-being**, improving inclusion, relationships and embedding UNCRC practices; **better share the school's values, vision and culture**, through encouraging a sense of belonging and community coherence, and promotion of pupil leadership.

### NIF quality indicators and self-evaluation of 2022/23

Quality indicator	Self-evaluation	Description
1.3 Leadership of change	<b>3</b> <b>Satisfactory</b>	Over-all, parents, staff and pupils are happy they attend BPHS. Simple values make it easy to understand & live.
2.3 Learning, teaching and assessment	<b>3</b> <b>Satisfactory</b>	Our pupils are active participants in their learning: their experiences are enjoyable and challenging.
3.1 Ensuring wellbeing, equity and inclusion	<b>4</b> <b>Good</b>	Pupils have a strong sense of agency and autonomy in BPHS. Attendance rates in staff & learners are high.
3.2 Raising attainment and achievement	<b>3</b> <b>Satisfactory</b>	Our key performance indicators have improved from 2022. Whilst many are above the PKC average, there is work needed to improve awards for higher attainers

### Continuous Improvement

The school has moved into its first year of a full cohort: S1 – S6. With this comes our final large increase in staffing. We firmly believe that we have a sound capacity for continuous improvement. We are in a strong place to offer the best possible experiences for learning. We continue to retain and attract enthusiastic, highly skilled and committed staff, and we have high ambitions for our school.